

MASSACHUSETTS ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

THE SCIENCE OF MENTAL ILLNESS		
Massachusetts Science Learning Standards: Grades 6 — 8		
Lesson	Standard	Description
1, 4	Life 5	Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.
1, 4	Life 6	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.
3	Life7	Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.
3	Life 10	Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.
1, 2, 3, 4	Inquiry 4	Present and explain data and findings using multiple representations, including tables, graphs, mathematical and physical models, and demonstrations.
2, 3, 4	Inquiry 5	Draw conclusions based on data or evidence presented in tables or graphs, and make inferences based on patterns or trends in the data.
2, 3, 4	Inquiry 6	Communicate procedures and results using appropriate science and technology terminology.
2, 3, 4	Inquiry 7	Offer explanations of procedures, and critique and revise them.
Massachusetts Mathematics Learning Standards: Grades 6, 7, 8		
Grade 6		
Lesson	Standard	Description
3	6.P.4	Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
Grade 7		
3	7.N.8	Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.
3	7.D.1	Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, and charts.
Grade 8		
3	8.N.11	Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.
3	8.D.1	Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.

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3	8.D.2	Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.
Massachusetts English Language Arts Learning Standards: Grades 6, 7, 8		
Lesson	Standard	Description
2, 3, 4, 5, 6	1.3	Apply understanding of agreed-upon rules and individual roles in order to make decisions.
2, 3, 4	4.17	Determine the meaning of unfamiliar words using context clues (<i>definition, example</i>).
2, 3, 4	4.20	Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).
2, 3, 4, 5	8.10	Restate main ideas.
2, 3, 4, 5	8.15	Locate facts that answer the reader's questions.
2, 3, 4, 5, 6	8.16	Distinguish cause from effect.
2, 3, 4, 5, 6	8.17	Distinguish fact from opinion or fiction.
All lessons	8.22	Identify and analyze main ideas, supporting ideas, and supporting details.
All lessons	13.21	Recognize use of arguments for and against an issue.
All lessons	13.22	Identify evidence used to support an argument.
2	19.16	Write brief research reports with clear focus and supporting detail.
All lessons	19.22	Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
1, 2, 3, 4, 5	19.23	Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
All lessons	20.2	Use appropriate language for different audiences (<i>other students, parents</i>) and purposes (<i>letter to a friend, thank you note, invitation</i>).
All lessons	22.7	Use additional knowledge of correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>), correct sentence structure (<i>elimination of fragments and run-ons</i>), and correct standard English spelling (<i>commonly used homophones</i>) when writing, revising, and editing.
All lessons	22.8	Use knowledge of types of sentences (<i>simple, compound, complex</i>), correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), sentence structure (<i>complete sentences, properly placed modifiers</i>), and standard English spelling when writing and editing.
All lessons	23.7	Group related ideas and place them in logical order when writing summaries or reports.
All lessons	23.8	Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.

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6	24.4	Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects: differentiate between primary and secondary source materials; differentiate between paraphrasing and using direct quotes in a report; and organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing.
Massachusetts Comprehensive Health Learning Standards: Grade 8		
Lesson	Standard	Description
1, 2	1.7	Explain the function of human body systems and how body systems work together.
3, 4, 5	1.8	Describe the influence of health habits on growth and development.
3, 6	1.10	Define genes and the concept of heredity.
3, 6	2.13	Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.
1, 2, 3, 5, 6	5.7	Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.
2, 3, 4, 5, 6	5.8	Identify the causes and effects of depression and how to seek help.
4, 5, 6	6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.
All lessons	7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.
3, 5, 6	7.6	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.
3, 5, 6	8.5	Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
2, 3, 4, 5, 6	8.6	Describe the importance of early detection in preventing the progression of disease.
4, 5, 6	8.7	Explain the need to follow prescribed health care procedures given by parents and health care providers.
3	10.6	List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.
3	10.7	Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.
3, 5, 6	10.8	Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.
2, 3	12.8	Identify ways consumer decisions and actions can influence physical and mental health.
4, 5, 6	14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.
6	14.a	Describe local, state, and national laws and regulations that promote public health and the safety of the community.